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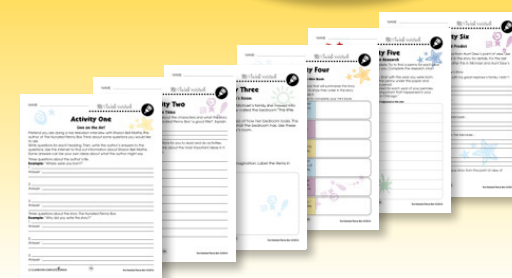
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Sharon Bell Mathis

Born February 26th, 1937 in Atlantic City, New Jersey, **Sharon Bell Mathis** became interested in reading and writing at a very early age. As a small child, she would sit at the kitchen table and try to create words from letters of the alphabet. Once she learned to read, she looked for every different kind of book she could find. Her parents provided her with a huge selection of reading material and encouraged her to write plays, poems and stories. Mathis graduated from Morgan State University in 1960 and began her teaching career. She decided against becoming a full time author as she feared she would not be able to make a living by doing so.



Her career as a children's author began in 1969 with the publication of **The Fire Escape**. As a child, one of Sharon Bell Mathis' favorite places to sit and read was the fire escape above the back yard. It was her private sanctuary where she could let her imagination run wild and keep company with trolls and giants, kings and queens and all sorts of imaginary characters.

Mathis' books for children have won recognition and awards: **Sidewalk Story** was chosen as a Child Study Association of America's Children's

Books of the Year; **The Hundred Penny Box** received a Newbery Honor; **Ray Charles** won the Coretta Scott King Author Award and **Teacup Full of Roses** won an ALA Notable award. All of her stories reflect her caring for young people and her encouragement for them to be proud of their black heritage.

Did You Know?

- Sharon Bell Mathis has had many careers: teacher, librarian and media specialist, columnist for *Ebony Jr.* magazine, and, of course, an author!
- She encourages young writers to follow the ideas of their imagination and to convert those ideas into stories.
- *The Hundred Penny Box* was inspired by her times with her own grandfather who also kept a collection of pennies.



Section Six

(From the sentence "Henry the one started that box..." to the sentence "He moved them down a little...")

Answer each question with a complete sentence.

1. In this Section, Michael's mother will insist that Aunt Dew take a nap even though she doesn't want to go to sleep. Do you think older people should nap every afternoon? Give reasons for your ideas.

2. Michael spends a great deal of his time entertaining and talking with Aunt Dew. Why do you think he does this?

Vocabulary Synonyms are words that are similar in meaning.

Choose a word from the list that means the same or nearly the same as the underlined word(s).

nap	narrow	bothering
meatloaf	sneak	washcloth
<input type="text"/>	1. Dad had a difficult time driving along that not very wide dirt road.	
<input type="text"/>	2. Tonight for dinner we are having ground meat mixed with spices , mashed potatoes and vegetables.	
<input type="text"/>	3. Mom told me to clean the mud off my face with a soft cloth , soap and water.	
<input type="text"/>	4. Grandpa likes to have a short sleep each afternoon.	
<input type="text"/>	5. We wanted to play outside after dark but the mosquitoes were pestering us and biting us.	
<input type="text"/>	6. When we play Hide and Seek, I try to creep quietly to Home.	



Section Six

(From the sentence "Henry the one started that box..." to the sentence "He moved them down a little...")

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Aunt Dew thought Michael's name should be John, the same as his father.
- T F b) Aunt Dew doesn't like taking a nap just because she is told to by Michael's mother.
- T F c) Michael's mother doesn't help Aunt Dew get ready for her nap.
- T F d) Michael hid the hundred penny box under his parents' bed.
- T F e) Michael decided not to tell Aunt Dew where he was going to hide the hundred penny box.
- T F f) When Michael tiptoed into Aunt Dew's room, she was crying.

2. Number the events from 1 to 6 in the order they occurred in this section.

- a) Michael had an idea that he would hide the hundred penny box in the basement.
- b) Michael's mother took the sack of pennies out of his hand.
- c) Michael thought Aunt Dew was sleeping but she was crying.
- d) Michael's mother told Aunt Dew it was time for her afternoon nap.
- e) Michael went into his parents' bedroom to play.
- f) Very quietly, Michael crept into Aunt Dew's room to tell her his idea.



Section Six

(From the sentence "Henry the one started that box..." to the sentence "He moved them down a little...")

Answer each question with a complete sentence or short paragraph.

1. In this Section, we learn more about the personalities of the characters. Read the descriptions for each character below. Find proof in the story of that quality and record it on the chart.

Character	Quality	Proof from the story
Mother	1. caring	1.
	2. determined	2.
Aunt Dew	1. sad	1.
	2. stubborn	2.
Michael	1. agreeable	1.
	2. creative thinker	2.

2. Michael's mother says, "If you want to play go in my room. Play there or in the living room. And don't go bothering Aunt Dew. She needs her rest."

- a) Why do you think Michael plays inside instead of going outdoors?

- b) Do you think Michael has many friends? Give reasons for your opinion.



Journaling Prompt

Write a journal entry about deciding to hide the hundred penny box in the basement. Why would this be a good place for it? What are the chances someone would look down there for it? Why will Michael show Aunt Dew its hiding place?



Sections 9 to 10

Story Tree

Create a Story Tree by filling in one word for each blank below.

_____ (name of the main character)

_____ (two words that describe the main character)

_____ (three words that describe where the story takes place)

_____ (four words that tell how Michael and Aunt Dew spend time together)

_____ (five words that describe the best part of this story)

_____ (six words that tell why you would or would not recommend this story to a friend)



Sections 1 to 10

Michael's Later Life

Michael is a young boy of about 9 or 10 years old. Pretend that you can look into the future to see what Michael's life will be like. Write 3 short paragraphs describing Michael's future for each of these stages:

Paragraph 1: Ages 10 to 14: might include ideas about school life, home life, friends, Aunt Dew, his parents

Paragraph 2: Ages 15 to 40: might include what career he chooses; where he lives; whether he has a family (give details)

Paragraph 3: Ages 41 to 70: might include his children growing up; Michael looking after his parents in the same way his father brought Aunt Dew to their house; Michael himself growing old.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are even backwards.

britches	disappear	miserable	splinter	velvet
celery	humming	monsters	stubborn	wackydacky
comfortable	meatloaf	precious	suitcase	wispy

d	o	h	d	u	v	t	s	r	n	p	f	o	f	e
h	i	p	u	e	f	u	o	e	c	r	a	c	d	l
i	p	s	l	m	i	t	x	c	y	e	o	e	f	b
r	h	v	a	t	m	e	f	k	h	c	l	l	q	a
p	e	r	c	p	a	i	c	t	s	i	t	e	s	t
t	u	a	s	d	p	a	n	a	e	o	a	r	u	r
n	s	n	z	e	d	e	s	g	n	u	e	y	b	o
e	m	g	k	y	h	r	a	h	c	s	m	v	h	f
r	u	c	k	b	e	c	y	r	o	t	s	a	m	m
p	a	c	e	t	r	e	t	n	i	l	p	s	f	o
w	a	c	s	a	n	t	t	i	e	c	o	a	x	c
w	l	n	s	t	u	b	b	o	r	n	t	z	y	x
p	o	r	r	e	c	t	p	i	t	b	h	t	g	h
m	y	p	s	i	w	n	c	h	o	l	y	k	u	k
r	s	g	h	j	b	m	i	s	e	r	a	b	l	e



Comprehension Quiz

Answer each question in a complete sentence.

- Why did Aunt Dew come to live with Michael's family? 27
- Why did Michael's mother want to throw the old wooden box into the furnace? 2
- What did Aunt Dew call "moving to the music"? 2
- Describe Aunt Dew's movements when she "moved to the music". 1
- Why did Michael hide Aunt Dew's belongings in the closet and in other places? 5
- What did Aunt Dew say would happen if she lost the hundred penny box? 1
- Describe Aunt Dew's house she had in Atlanta. Include at least 3 details. 3

SUBTOTAL: /15

Map It Out

Make a story map by finishing each sentence. In the center box, draw a picture of your favorite part.

Setting: The story takes place...

Character: The main characters are...

Title of story:
Author:

Problem: The main problem is...

Solution: The problem was solved by...

NAME: _____

After You Read 



Section Five

(From the sentence "No hollering," to the sentence "Was her fourth husband and she want a dress full of bow-ribbons.")

Answer each question with a complete sentence.

- In your own words, describe what John did with the boat when they found it.

- Michael and Aunt Dew disagree about hiding the hundred penny box. Michael thinks they should hide it because _____
and Aunt Dew thinks they shouldn't hide it because _____
- Aunt Dew marked each year of her life with a penny. She also connected them to important events. Complete the chart with events from this section.

Year	Aunt Dew's age	Important Events
1874	she was born	
1901		
1930		

- Read the paragraph telling about Henry Thomas dying. How do you know that the Thomas family were very poor? Find proof from the story.



Journaling Prompt

In a journal entry, tell about situations (like hiding the hundred penny box) where Aunt Dew can be very stubborn. Include some ways you would try to convince her to do things your way.

1.
John took the boat apart, plank by plank. Then he pushed every part of it back into the water.

2.
...his mother might come into the room and take it ... she wants to be able to see the box at all times.

3.
1874 — she was born — slavery was over; black men were in Congress

1901 — 27 — her twin boys were born

1930 — 56 — her husband died

4.
Answers will vary, but may include: Henry worked too hard; he had no decent shoes; he didn't go to the doctor when he was very sick.

1.
Answers will vary.

2.
Answers will vary, but may include: He enjoys her stories; he really likes her; he is lonely.

Vocabulary

1. narrow

2. meatloaf

3. washcloth

4. nap

5. bothering

6. sneak

1.

a) **T**

b) **T**

c) **F**

d) **F**

e) **F**

f) **T**

2.

a) 4

b) 2

c) 6

d) 1

e) 3

f) 5

27

1.

*Possible answers

Mother — 1. caring — 1. She knew Aunt Dew needed to rest. She helped her get into bed.

Mother — 2. determined — 2. She made sure Aunt Dew got into bed; didn't take "no" for an answer.

Aunt Dew — 1. sad — 1. She was crying.

Aunt Dew — 2. stubborn — 2. First she refused; then argued about going to bed.

Michael — 1. agreeable — 1. He left the bedroom when his mother asked him to; went off to play.

Michael — 2. creative thinker — 2. He decided the basement would be a good hiding place. No one will look there.

2.

Answers will vary.

25

26

28



The Hundred Penny Box

- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.4.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **WS.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.